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ABSTRACT

Every 10 years since 1790, the U.S. government has taken a census to enumerate the population to apportion seats in the House of Representatives. In each decennial census, citizens from the famous to the unsung and the infamous appear. They include favorite figures of literature, such as Laura Ingalls and Almanzo Wilder, who were not just characters in a television series but real people who appeared in the census many times, including those of 1880 in the Dakota Territory and 1900 in Missouri. This lesson plan uses two census sheets (one from 1880 and one from 1900) from the hundreds of thousands of pages in the custody of the National Archives as primary source documents for learning about the census. The lesson plan provides teaching activities, including history and civics and government standards correlation activities, vocabulary development, documents analysis activities, map skills, and research and synthesis activities. Census sheets and a written document analysis worksheet are also included. (BT)

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TEACHING WITH DOCUMENTS

Little House in the Census: Almanzo and Laura Ingalls Wilder

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2002

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Teaching With Documents Lesson Plan:

Little House in the Census: Almanzo and Laura Ingalls Wilder

Background

Every 10 years since 1790, the U.S. Government has taken a census to enumerate the population so as to apportion seats in the House of Representatives. Census enumerators canvass their districts house-to-house, collecting information about individuals and households on large forms called population schedules.

In each decennial census, Americans from the famous to the unsung and the infamous appear, including favorite figures of literature. Laura Ingalls, Almanzo Wilder, and their families of the popular *Little House on the Prairie* series were not merely characters of book and television. They were real people who appeared in the census many times, including those of 1880 in the Dakota Territory and 1900 in Missouri.

The information briefly tallied in the census reports gives us glimpses of the drama so richly and lovingly expanded upon by Laura Ingalls Wilder in her tales. For example, in the 1880 census, the records show that Mary, Laura's sister, was blind, but provided "help in keeping house." Enumerators in that census were instructed not to make such a note unless a daughter contributed substantially to the welfare of the household.

Thus, an imaginative researcher can surmise that Mary lived a productive life despite her blindness. One can confirm this hypothesis by reading the *Little House* books, learning that Mary attended and graduated from the Iowa School of the Blind.

The census sheets shown are two pages of the hundreds of thousands of pages in the custody of the National Archives. The National Archives holds original and microfilm copies of enumeration schedules from 1790 to 1870 and microfilm

copies only of the 1880, 1900, 1910, and 1920 schedules. The microfilm copies of these schedules are available to researchers. Most of the 1890 census was destroyed by fire in 1921, but microfilm of surviving fragments is also open for examination. To protect the privacy of people enumerated during a census, the records are closed to research for 72 years. The release date for the 1930 census will be 2002 [http://1930census.archives.gov/]. The schedules are part of the Records of the Bureau of the Census, Record Group 29.

The Ingalls and Wilder families can be found in the 1880 census of the Dakota Territory, Kingsburg County, T9, roll 113, enumeration district 87, supervisor's district 15, pages 146a and 147c, line 28 (document 1). In the 1900 census the married couple, Laura and Almanzo, appears in the schedule of Missouri, Wright County, T623, roll 908, enumeration district 152, supervisor's district 8, p. 226a, line 42 (document 2).

Census records for many states are incomplete. Before 1830, often only the number of persons in an enumeration district was forwarded to Washington, DC. Schedules from 1790 through 1840 give names of the heads of households only; other family members and slaves are tallied by age and sex. With each succeeding census, additional information was gathered, as can be seen in the examples from 1880 and 1900.

The National Archives has microfilmed all the available census schedules and the indexes to them. These microfilm rolls are arranged alphabetically by state and thereunder alphabetically by county. Usually, all of the schedules for one county are on the same roll; some rolls contain records for several counties. Microfilm copies of census schedules are available for use in the research rooms of the National Archives in Washington, DC, and its regional facilities. In addition, many state archives, state historical societies, and university and public libraries, and federal depository libraries have collections of census microfilm for researchers' use.

Information about microfilm publications related to the census schedules is available in the NARA Archival Information Locator database [http://www.archives.gov/research_room/nail/index.html]. This information includes how to order, where to view, and how to rent copies of microfilm.

The Documents

Document 1: Page from 1880 Census
National Archives and Records Administration
Records of the Bureau of the Census
Record Group 29

Document 2: Page from 1900 Census
National Archives and Records Administration
Records of the Bureau of the Census
Record Group 29

Lesson Resources

Standards Correlations

Teaching Activities

Document Analysis Worksheet

Page URL: http://www.archives.gov/digital_classroom/lessons/laura_ingalls_wilder/laura_ingalls_wilder.html

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Teaching Activities

Standards Correlations

This lesson correlates to the National History Standards.

- Era 6 -The Development of the Industrial United States (1870-1900)
  - Standard 2 -Demonstrate understanding of how massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

This lesson correlates to the National Standards for Civics and Government.

- Standard II.B.1. -Explain how certain characteristics tend to distinguish American society from most other societies.

Cross-curricular Connections

Share these documents and teaching suggestions with your history, language arts, math, and geography colleagues.

Vocabulary Development

1. Many terms in your explanation of the census and in these documents need to be identified for students. Ask students to locate the following terms in the documents and to use classroom resources (textbooks and reference books) to explain each term: census, document, enumeration district, incorporated, mortgage, nativity, owned free, population schedule, and supervisor's district.

Analyzing the Document

2. Instruct students to examine the documents.
   Blank census forms are available from Familytreemaker.com at http://www.genealogy.com.)
   a. Ask students to figure out the column headings, the number of families represented, their place of origin, their level of education, and their economic status.

b. The 1880 census [Note] gives Laura's age as 13; the 1900 census [Note] as 32. Both censuses were taken in June. Which is correct? How do you account for the error?
c. Using the questions from the 1900 census, direct students to conduct a census of their own households.
d. Direct students to compare and contrast the responses to the questions in 1880, 1900, and the census the students made of their households. Discuss with them similarities and differences and ask them to hypothesize explanations and generalizations based on their census information.
e. Ask students to brainstorm a list of other resources they could use to substantiate their theories.

Map Skills

3. Ask students to extract geographical information from the population schedules of 1880 and 1900 to answer the following questions.
    a. In what area of the Dakota Territory did the Ingalls family live?
    b. In what area of Missouri did the Wilder family live?
    c. Estimate the number of miles that Laura Ingalls Wilder traveled when she moved from the Dakota Territory to Missouri.
    d. On a map, use colored pushpins and yarn or highlight lines to illustrate where the Ingalls and Wilder parents came from and trace the families' moves from where the parents were born to Missouri. (For a more complete tracing, students may wish to refer to the Little House books for clues.)
    e. Followup: On a world map, use yarn or highlight lines to illustrate the movement of all the people enumerated on this page of the 1900 census from their places of origin to Wright County, MO.

Research and Synthesis

4. Ask students to examine the census of 1880 (or 1900) for their county. Direct students to write a paragraph describing the lifestyle of a typical family in that county in 1880 (or 1900) based only on information provided by the census. Students might include such topics as work, family, employment, and migration patterns.

Additional documents related to Laura Ingalls Wilder, including photographs and her father's Homestead Application, are available in the NAIL Database [http://www.archives.gov/research_room/nail/index.html]. NAIL is a searchable database that contains information about a wide variety of NARA holdings across the country. You can use NAIL to search record descriptions by keywords or topics and retrieve digital copies of select textual documents, photographs, maps, and sound recordings related to thousands of topics.

The papers of Rose Wilder Lane, Laura Ingalls Wilder's daughter, are held by the Herbert Hoover Presidential Library. Visit the Hoover Library's Just For Kids web site [http://hoover.archives.gov/kids/index.html] for additional Ingalls family information.

For further information about the census, visit the U.S. Census Bureau's web site [http://www.census.gov].

Page URL: http://www.archives.gov/digital_classroom/lessons/laura_ingalls_wilder/teaching_activities.html

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(T-298.)

A.

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Page No. 15
Supervisor's Dist. No. N Dak
Enumeration Dist. No. 87

Note A.—The Census Year begins June 1, 1879, and ends May 31, 1880.
Note B.—All persons will be included in the Enumeration who were living on the 1st day of June, 1880. No others will. Children BORN SINCE June 1, 1880, will be OMITTED. Members of Families who have DIED SINCE June 1, 1880, will be INCLUDED.
Note C.—Questions Nos. 13, 14, 22 and 23 are not to be asked in respect to persons under 10 years of age.

SCHEDULE 1.—Inhabitants in De Smet, in the County of Kingsbury, Territory of Dakota, enumerated by me on the 7th day of June, 1880.

Jno N Carroll
Enumerator.

Dwelling-houses numbered in the order of visitation	Families numbered in the order of visitation	The name of each Person whose place of abode, on the first day of June, 1880, was in this family.	Personal Description: Color (White, Black, Mulatto, Quadroon, Chinese, Indian)	Personal Description: Sex (Male, Female)	Personal Description: Age at last birthday prior to June 1, 1880	Relationship of each person to the head of the family	Civil Condition: Married during the year	Civil Condition: Widowed, Divorced, or Married during the year	Profession, Occupation or Trade of each person, male or female	Months at work at above occupation during the year	Months unemployed during the year	Place of Birth of each person, if born within the United States, name the State or Territory. If born in a foreign country, name the country.	Place of Birth of the Father of each person, if born within the United States, name the State or Territory. If born in a foreign country, name the country.	Place of Birth of the Mother of each person, if born within the United States, name the State or Territory. If born in a foreign country, name the country.
1	1	John N. Carroll	W	M	31				Asst Postmaster			Pennsylvania	England	England
		Flora P.	W	F	25	Wife			Keeping House			Michigan	Vermont	N. Y.
		Louis G	W	M	7	Son			At home			Minnesota	Pa	Mich
		Emma Ellen L.	W	F	35	Sister in law			Teacher	4		Michigan	Vt	N. Y.
2	2	Bradley, Gerald	W	M	24				Druggist			Wisconsin	New York	Vt
		Mattie E.	W	F	22	Wife			Keeping House			Wisconsin	Vt	Ohio
		Clarence E.	W	M	5	Son			At Home			Minnesota	Wis	Wis
3	3	Wilmarth George B.	W	M	38				Grocer & Hdl			Pennsylvania	Pa	Pa
		Hiram Fenny	W	M	26				Shoemaker			Wisconsin	Pa	Pa
		Hall, Harry W.	W	M	25	Partner			Grocer in Store	5		Michigan	England	England
4	4	Barker, Charles P	W	M	31				Grocer & Hdl	8		Canada	Eng	Eng
		Elizabeth J.	W	F	28	Wife			Keeping House			Iowa	Eng	Eng
		Fessel A	W	M	2	Son			At Home			Minnesota	Canada	Iowa
		Earl	W	M	7m	Nat Son			At Home			Minnesota	Canada	Iowa
		Dullar Carrie	W	F	18	Servant			Servant			Wisconsin	Ill	Ill
	6	Ferguson, George N	W	M	29				Butcher	1		Canada	Ireland	Canada
	7	Hinchman, Ellelbert M.	W	M	39				Grocer & Hdl			Maine	Maine	Maine
		Fogarth	W	F	43	Son			Grocer & Hdl			Minnesota	Me	Me
5	8	Hardcuff, Thomas	W	M	53				Dealer in Feed			New York	Conn	Conn
		Monroe J	W	M	23	Son			Farm Laborer	5		Michigan	N.H	Canada
		Hope Frank E	W	M	22				Retail Grocer	8		Pennsylvania	Pa	Pa
		Eckson, Thomas	W	M	31	Lodger			Farmer			Wisconsin	Me	Del
		Kennedy, David A	W	M	57				Dealer Agr Implements	3		New York	N.Y.	N.Y.
		Fuller Charles S G	W	M	30				Dealer Hardware			New York	England	England
		Gerald C R	W	M	30	Boarder			Dealer Agr Imple			New York	Eng	Eng
		Hipp, Jacob W	W	M	23	Boarder			Painter			Iowa	Prussia	Prussia
		Bernhard Fricker	W	M	29				Farmer			New York	Eng	Eng
	12	Ingalls, Charles P	W	M	44				Farmer			New York	Vt	N.Y.
		Caroline A	W	F	40	Wife			Keeping House			Wisconsin	Mass	Mass
		Mary A	W	F	15	Daughter			Help in Keeping House			Wisconsin	Vt	Wis
		Laura E	W	F	13	Daughter			Help in Keeping House			Wisconsin	N.Y.	Wis
		Caroline C	W	F	9	Daughter						Kansas	N.Y.	Wis
		Grace L	W	F	3	Daughter						Iowa	Ind	Wis
		Masters, George E	W	M	27				Clerk Store			New York	Vt	N.Y.
		Margaret	W	F	22	Wife			Keeper Keeper			Minnesota	Scotland	Scotland
		Mary Esther	W	F	1m	Daughter						Dakota	N.H.	Minn
	13	Croot, William H	W	M	22				Tinsmith			Wisconsin	England	England
		Tinchan, Charles H	W	M	26	Boarder			Cabinet Maker			Maine	Me	Me
	14	McKee, James W	W	M	30				Dealer in Groceries	7		Pennsylvania	Pa	Pa
		Martha E	W	F	30	Wife			Keeping House			Ohio	Pa	Pa
		Mary E	W	F	8	Daughter						Illinois	Pa	Ohio
	15	Drake, Albert A	W	M	25				Farmer			Ohio	N.Y.	N.Y.
	16	Simpson, Chauncy L	W	M	31				Dealer Drugs			Wisconsin	N.Y.	N.Y.
		Ella C	W	F	22	Wife			Keeping House			Iowa	N.Y.	N.Y.
		Nettie	W	F	3	Daughter						Minnesota	Wis	Ohio
		White, Horace	W	M	67	Father in law			Keeper Hotel			New York	Vt	Vt
		Martha R	W	F	65	Mother in law			Keeping House			New York	Vt	Vt
		Dain, Marcus S	W	M	37				Laborer Railroad			Norway	Nor	Nor
		Sarah	W	F	27				Keeping House			Norway	Nor	Nor

Note 1.—In making entries in columns 8, 10, 11, 12, 19 to 23, an affirmative mark only will be made—thus /, except in the case of divorced persons, column 11, when the letter "D" is to be used.
Note 2.—Question No. 19 will only be asked in cases where an affirmative answer has been given, either to question 18 or to question 11.
Note 3.—Question No. 20 will only be asked in cases where a qualified completion has been required to column 13.
Note 4.—In column 7 an abbreviation for the name of the month may be used, as June, Sept., Dec.

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7–224.

TWELFTH CENSUS OF THE UNITED STATES.

EIGHTH. A

SCHEDULE No. 1.—POPULATION.

State Missouri
County Wright
Township or other division of county Pleasant Valley Township
Name of incorporated city, town, or village, within the above-named division Mansfield
Supervisor's District No. 7
Enumeration District No. 13
Sheet No. 2
Name of Institution X
Ward of city 1
Enumerated by me on the 1 day of June 1900.
W. S. Hensley Enumerator.

LOCATION	NAME	RELATION	PERSONAL DESCRIPTION	NATIVITY	CITIZENSHIP	OCCUPATION, TRADE, OR PROFESSION	EDUCATION	HOME OWNED OR H.
21 21	Kelley Ruth M	daughter	W F May Ga S	Missouri Missouri Missouri				
21 22	Deiter Jas	Head	W M Apr 1873 27 M 5	Kentucky Kentucky Kentucky		Merchant Gen	3	O N
	— Nina	Wife	W F Aug 1874 25 M 5 0 0	Missouri Illinois Missouri				
22 23	Whatley John	Head	C M Feb 1840 60 M 38	Tennessee Virginia Tennessee		Barber	2	R N
	— Margaret	Wife	C F Oct 1846 53 M 38 9 4	Tennessee unknown Tennessee				
	— Beulah	daughter	C F Oct 1877 22 S	Missouri Tennessee Tennessee				
	— Myrtle	Son	C M Nov 1879 20 S	Missouri Iowa Tennessee				
	— Ida	Son	C F Mar 1881 19 S	Missouri Tennessee Tennessee				
	— John	Son	C M Jul 1883 16 S	Missouri Tennessee Tennessee				
23 24	McKee Edward	Head	W M Jan 1856 44 M 11	Iowa Kentucky Indiana		Merchant Gen	0	R N
	— Ida M	Wife	W F Feb 1870 30 M 11 1	Iowa Ohio Iowa				
	— Virgie	daughter	W F Sep 1889 10 S	Missouri Iowa Iowa		At School		
24 25	Moore John W	Head	W M Jan 1837 63 M 16	Tennessee Tennessee Tennessee		Land Board	0	O N
	— Samantha	Wife	W F Oct 1838 61 M 16 7 4	Tennessee Tennessee Tennessee				
	— Nea	daughter	W F Oct 1880 19 S	Missouri Tennessee Tennessee		At School		
	— Mary	daughter	W F Nov 1885 14 S	Missouri Tennessee Tennessee		At School		
25 26	Young T. E.	Head	W M Nov 1865 34 M 14	Missouri Indiana North Carolina		Merchant Gen	0	O N
	— Ida	Wife	W F Jul 1867 32 M 14 3 3	Missouri Missouri Ohio				
	— Ardis	daughter	W F Oct 1889 10 S	Missouri Missouri Missouri		At School		
	— Myrtle	Son	W M Aug 1891 8 S	Missouri Missouri Missouri		At School		
	— Ina	Son	W F Jul 1893 6 S	Missouri Missouri Missouri				
26 27	Patterson A. J.	Head	W M Sep 1858 41 M 2	Ireland Ireland Pennsylvania		Grocer (Tel)	0	R N
	— Anna	Wife	W F Jan 1872 28 M 2 0 0	Indiana Indiana Indiana		Clerk (Bank)	0	O N
27 28	Allen J. D.	Head	W M Jul 1863 36 M 1	Missouri Kentucky Missouri				
	— Emma	wife	W F Jul 1872 27 M 1 0 0	Missouri Germany France				
	— Rex	Brother	W M Jan 1881 19 S	Missouri Kentucky Missouri		Book Keeper (Gen)	0	O N
				Missouri Tennessee Tennessee		Merchant (Gen)	0	
28 29	Lunsford Henry	Head	W M Oct 1856 43 M 16	Illinois Tennessee Tennessee				
	— Mary	wife	W F Oct 1856 43 M 16 7 6	Missouri Missouri Illinois		At School		
	— Hattie	daughter	W F Feb 1882 18 S	Missouri Missouri Illinois		At School		
	— Ella	daughter	W F Feb 1885 15 S	Missouri Missouri Illinois		At School		
	— Ruby	daughter	W F Oct 1890 9 S	Missouri Missouri Illinois		At School		
	— Earl	Son	W M Aug 1892 7 S	Missouri Missouri Illinois				
	— Frank	Son	W M Dec 1896 3 S	Missouri Missouri Illinois				
	— Elmer	Son	W M May 1897 2 S	Missouri Missouri Illinois				
29 30	Chance Josiah	Head	W M Dec 1829 70 Wd	Kentucky North Carolina Virginia	6 0	Retired Farmer	0	O R N
30 31	Johnson Jas A.	Head	W M Dec 1850 49 M	Illinois Missouri Ohio				O N
	— Maggie	Wife	W F Jun 1857 42 M 9 1 1	Missouri Missouri Missouri				
	— Hallie	daughter	W F Nov 1881 18 S	Missouri Colorado Missouri				
31 32	Cooley Emma M.	Head	W F Jan 1863 37 Wd	New York New York Pennsylvania	2 2	At Home		O N
	— Paul C	Son	W M Oct 1884 15 S	South Dakota New York New York		At School		
	— Geo N.	Son	W M Dec 1886 13 S	South Dakota New York New York		At School		
32 33	Walden A. J.	Head	W M Feb 1861 39 M 12	New York New York Indiana		Agent Dry Goods	0	O R N
	— Zadia	Wife	W F Feb 1868 32 M 12 2 1	Wisconsin New York Wisconsin				
	— Rose	daughter	W F Dec 1888 11 S	South Dakota New York Wisconsin		At School		
33 34	Wright John	Head	W M Mar 1865 35 M 25	Tennessee Missouri Tennessee		RR Station Agent	0	R N
	— Martha	Wife	W F Mar 1865 35 M 25 7 6	Missouri Tennessee Tennessee				
	— Carrie	daughter	W F Jan 1891 9 S	Missouri Missouri Missouri				
	— Marshall	daughter	W M Nov 1892 7 S	Missouri Missouri Missouri		At School		
	— Jessie	daughter	W F Nov 1895 4 S	Missouri Missouri Missouri		At School		
	— Freddie	Son	W M May 1897 3 S	Missouri Missouri Missouri				

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Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

___ Newspaper	___ Map	___ Advertisement
___ Letter	___ Telegram	___ Congressional record
___ Patent	___ Press release	___ Census report
___ Memorandum	___ Report	___ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

___ Interesting letterhead	___ Notations
___ Handwritten	___ "RECEIVED" stamp
___ Typed	___ Other
___ Seals	

3. DATE(S) OF DOCUMENT:
_____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:
_____

POSITION (TITLE):
_____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
_____

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:
_____
_____
_____

B. Why do you think this document was written?
_____
_____

C. What evidence in the document helps you know why it was written? Quote from the document.
_____
_____

D. List two things the document tells you about life in the United States at the time it was written:
_____
_____

E. Write a question to the author that is left unanswered by the document:
_____
_____

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